

Pocketbook of Special Education Statistics 2002-03



California Department of Education
Sacramento, 2005



Publishing Information

The *Pocketbook of Special Education Statistics 2002-03* was developed by the Assessment, Evaluation, and Support Unit, Special Education Division, California Department of Education. It was designed and prepared for printing by the staff of CDE Press and was published by the Department, 1430 N Street, Sacramento, CA 95814-5901. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

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A Message from the State Superintendent of Public Instruction

We want all students with disabilities to have access to educational opportunities that allow them to achieve academic and nonacademic goals. Those goals include increasing the amount of instructional time that special education students receive with their nondisabled peers, increasing the performance of students with disabilities on statewide assessments, and increasing the number of students graduating with a diploma.

This pocketbook shows our progress in reaching the goals. It provides data to help guide our future efforts in special education and contains information on special education enrollment, program characteristics, student achievement, and personnel. Additional data about California's special education programs are also available at <http://www.cde.ca.gov/sp/se/ds/statprof.asp>.

Educating all our students to their fullest potential continues to be our top priority. I hope you find this information useful.

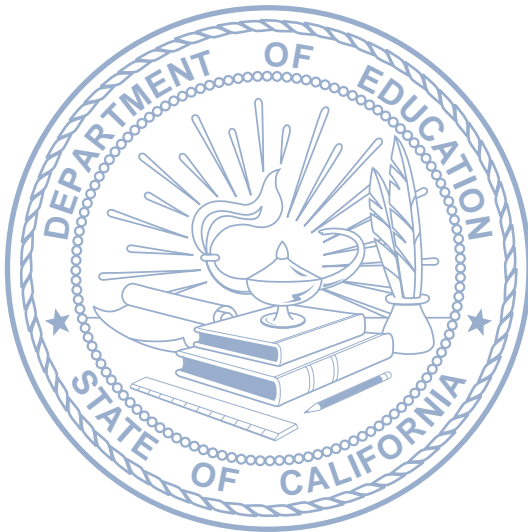


JACK O'CONNELL,

State Superintendent of Public Instruction

California Department of Education Mission Statement

The mission of the California Department of Education is to provide leadership, assistance, oversight, and resources so that every Californian has access to an education that meets world-class standards.



California Department of Education Goals for Students with Disabilities

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| Goal 1 | All individuals' unique instructional needs will be accurately identified. |
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| Goal 2 | All individuals with disabilities will be served or taught by fully qualified personnel. |
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| Goal 3 | All individuals with disabilities will be successfully integrated with nondisabled peers throughout their educational experience. |
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| Goal 4 | All individuals with disabilities will meet high standards for academic and nonacademic skills. |
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| Goal 5 | All individuals with disabilities will successfully participate in preparation for the workplace and independent living. |
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Organization of the Pocketbook

Data on students receiving special education services are reported twice a year to the California Department of Education through the California Special Education Management Information System (CASEMIS). The data for December provide a snapshot of midyear enrollment, and the data for June provide information on all students served during the entire school year. Special education data in this pocketbook are taken from the December and June CASEMIS reporting cycles. General education data reported here come from the California Basic Educational Data System (CBEDS).

In most tables in this pocketbook, the category of general education students includes students with disabilities because all students are considered to be part of the general education enrollment, with some receiving special education services. Data from the California Standardized Testing and Reporting (STAR) program are an exception to this rule because in STAR reports students are categorized either as receiving special education services or as not receiving those services. This pocketbook is organized into four parts:

- Part 1. Enrollment
- Part 2. Program Characteristics
- Part 3. Student Achievement
- Part 4. Personnel

Part I. Enrollment

In Part I enrollments in California are reported for students in kindergarten through grade twelve and for students from birth through age twenty-two. Enrollments are broken down by ethnicity for students in kindergarten through grade twelve. Data on languages spoken in the homes of persons from birth through age twenty-two are also presented here.

General Education Enrollment and the Number of Students Receiving Special Education Services in California, 1998–2003

The number of students in general education reported in Table 1 is composed of all students enrolled in kindergarten through grade twelve in California. A subset of these students received special education services. The percentage of students receiving special education services has remained stable at slightly above 10 percent. Table 1 also shows annual totals for persons from birth through age twenty-two who are receiving special education services.

Table 1
Number of Students Receiving Special Education Services, 1998–2003

Years	General education K–12 population			Total number of students birth through age twenty-two receiving special education services
	All students	Students receiving special education services		
	Number	Number	Percent of all students	
1998-99	5,844,111	586,311	10.0	628,848
1999-00	5,951,612	602,929	10.1	646,191
2000-01	6,050,895	609,749	10.1	650,719
2001-02	6,147,375	621,402	10.1	663,220
2002-03	6,244,403	631,838	10.1	675,332

Sources: California Special Education Management Information System (CASEMIS), December 1998–2002; California Basic Educational Data System (CBEDS), 1998–2003.

Students Receiving Special Education Services, by Ethnic Category, 2002-03

Figure 1 shows the percentage of students in a given ethnic category who are identified as needing special education services. For example, while 10.1 percent of all students in California are identified as needing special education services, 15.2 percent of African Americans are so identified.

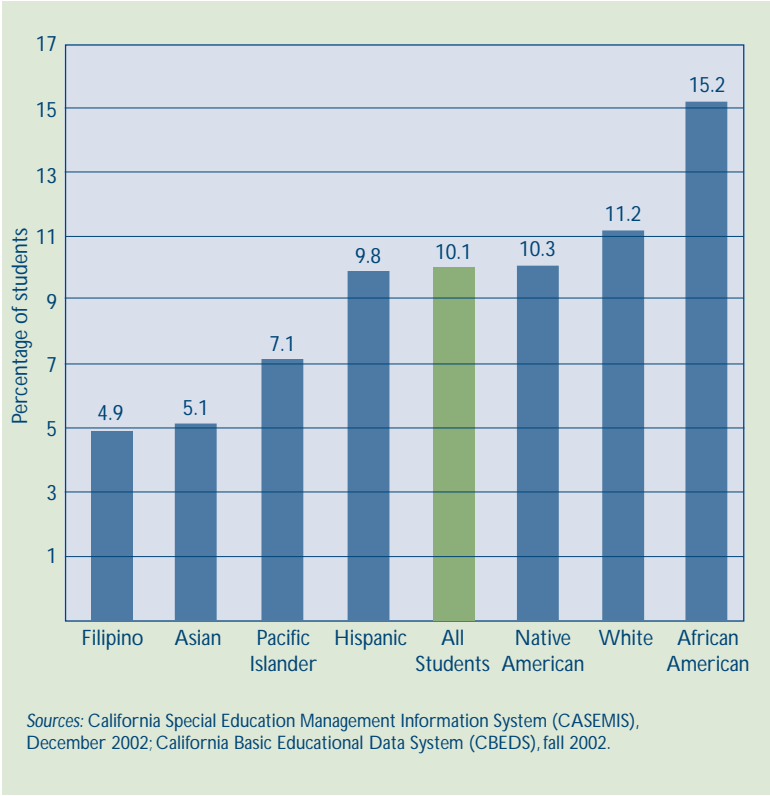


Figure 1. Ethnicity of Students Receiving Special Education Services, 2002-03

Ethnic Composition of General Education Students and Students Receiving Special Education Services, 2002-03

Figure 2 shows the ethnic composition of students enrolled in general education and special education. For example, 45.2 percent of general education students and 43.6 percent of students who receive special education services are Hispanic.

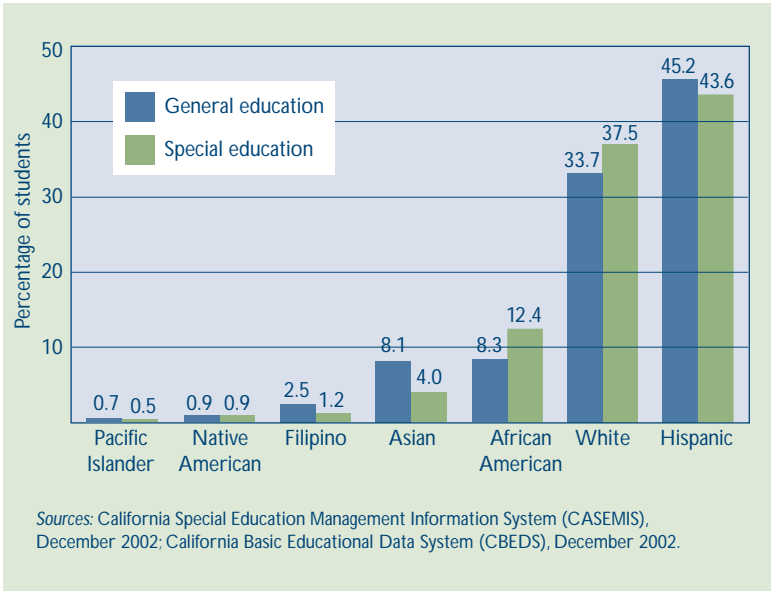


Figure 2. Ethnicity of Students Receiving General and Special Education Services, 2002-03

Home Languages of Students Receiving Special Education Services, 2002-03

Figure 3 shows the five languages most often identified by students receiving special education services as the language spoken in the home. More than 50 languages are represented, but 97.5 percent of the students reported these five as “home language.” Other than English, Spanish remains the language most often spoken in the homes of students receiving special education services.

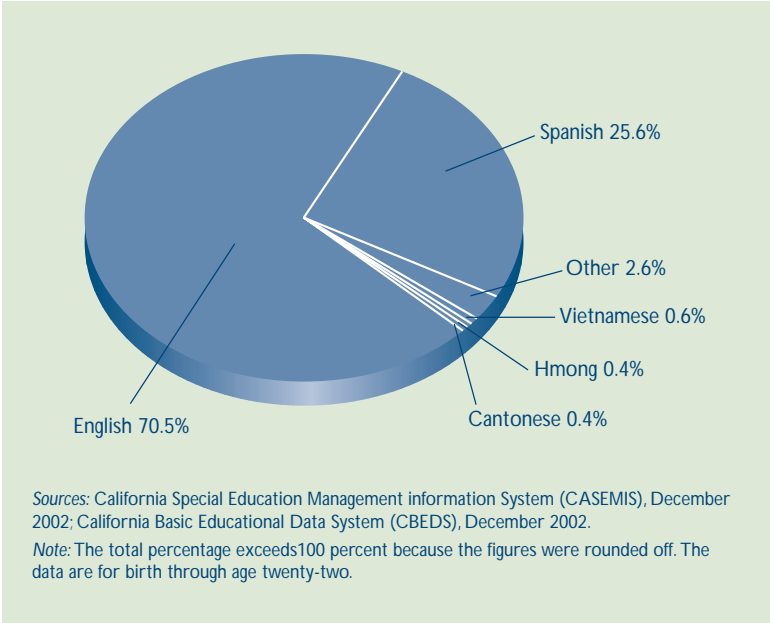


Figure 3. The Five Languages Most Commonly Spoken by Special Education Students, 2002-03

Part 2. Program Characteristics

Part 2 contains data specific to special education services provided to students in California, including information pertaining to categories of disability, the least restrictive environment, and the top ten special education services.

Enrollment, by Category of Disability, 2002-03

Figure 4 shows the percentage of students in each category of disability in 2002-03. The two largest groups are specific learning disability and speech or language impairment. The category of low-incidence disabilities consists of visual impairment and deafness, each at 0.7 percent; traumatic brain injury, 0.2 percent; and deaf-blind, 0.03 percent.

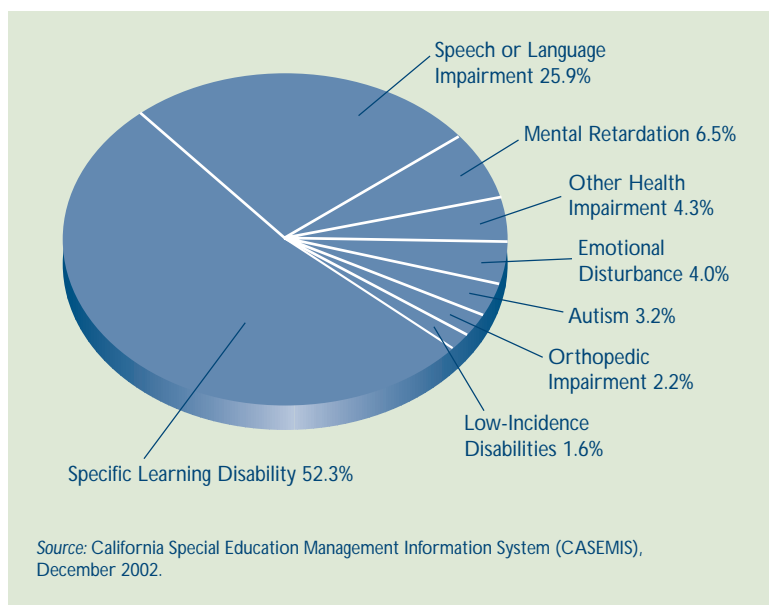


Figure 4. Enrollment, by Category of Disability, 2002-03

Five-Year Change, by Disability, 1998–2003

Table 2 shows the number and percentage of students in each category of disability and the changes from 1998-99 through 2002-03. During this period the number of students in special education grew by more than 46,000, or 7.4 percent, with the greatest percentage of increase appearing in the category of autism.

Table 2
Number and Percentage of Students in Each
Category of Disability, 1998–2003

<i>Disabilities</i>	1998-99		2002-03		1998–2003
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Percent of change</i>
Autism	9,380	1.5	21,066	3.1	124.6
Other health impairment	17,348	2.8	28,161	4.2	62.3
Traumatic brain injury	1,090	0.2	1,565	0.2	43.6
Emotional disturbance	20,557	3.3	26,144	3.9	27.2
Mental retardation	37,999	6.0	43,302	6.4	14.0
Hard of hearing	6,222	1.0	6,934	1.0	11.4
Speech or language impairment	160,699	25.5	172,417	25.5	7.3
Orthopedic impairment	14,141	2.2	15,131	2.2	7.0
Deaf-blindness	196	<0.0	207	<0.0	5.6
Visual impairment	4,484	0.7	4,624	0.7	3.1
Deafness	4,537	0.7	4,540	0.7	1.0
Specific learning disability	344,824	54.8	344,571	51.0	-1.0
Multiple disabilities	6,741	1.1	6,670	1.0	-1.0
Noncategorical*	630	0.1	0.0	0.0	N/A
All categories**	628,848	100.0	675,332	100.0	7.4

Source: California Special Education Management Information System (CASEMIS), December 1998–2002.

* This category of disability is no longer used.

** The data are for birth through age twenty-two.

Enrollment, by Disability and Gender, 2002-03

Table 3 shows the numbers and percentages of females to males for the 13 special education categories of disabilities. Although the overall ratio of females to males receiving special education services is about one to two, different ratios for females and males are shown for many of the categories of disabilities.

Table 3
Number and Percentage of Females and Males
in Each Category of Disability, 2002-03

<i>Disabilities</i>	<i>Female</i>		<i>Male</i>		<i>Total Number*</i>
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	
Specific learning disability	114,071	33.1	230,500	66.9	344,571
Speech or language impairment	54,999	31.1	117,418	68.1	172,417
Mental retardation	18,550	42.8	24,752	57.2	43,302
Other health impairment	9,191	32.6	18,970	67.4	28,161
Emotional disturbance	6,131	23.4	20,013	76.5	26,144
Autism	3,538	16.8	17,528	83.2	21,066
Orthopedic impairment	6,509	43.0	8,622	57.0	15,131
Hard of hearing	3,054	44.0	3,880	56.0	6,934
Multiple disabilities	2,619	39.3	4,051	60.7	6,670
Visual impairment	2,036	44.0	2,588	56.0	4,624
Deafness	2,174	47.9	2,366	52.1	4,540
Traumatic brain injury	552	35.3	1,013	64.7	1,565
Deaf-blindness	91	43.9	116	56.0	207
All categories*	223,515	33.1	451,817	66.9	675,332

Source: California Special Education Management Information System (CASEMIS),
December 2002.

*The data are for birth through age twenty-two.

Services in the Least Restrictive Environment, 2000–03

All students, including special education students, belong in the regular classroom. The more time students spend in regular classes, the more they are integrated with their peers. Figure 5 shows the percentage of time that students are removed from regular classes and the percentage of students in each category of time spent outside the regular classroom. The percentage of students removed from the general classroom 20 percent or less of the time has declined during the time span shown on the chart. In 2000-01, 60.7 percent of special education students were in the general classroom 80 percent or more of the time, but by 2002-03 only 49.9 percent were educated with their peers 80 percent or more of the time.

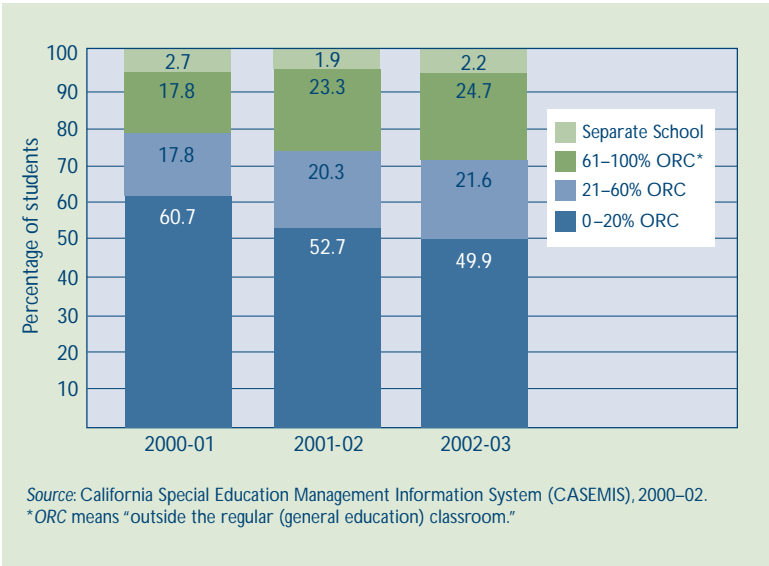


Figure 5. Percentage of Time Students Spent Outside the Regular Classroom, 2000–03

Top Ten Special Education Services, 2002-03

Figure 6 shows the ten most frequently received services for all special education students. Total percentages add to more than 100 because students may receive more than one service. Most students receive resource specialist services (30.4 percent), followed by language and speech services (28.9 percent).

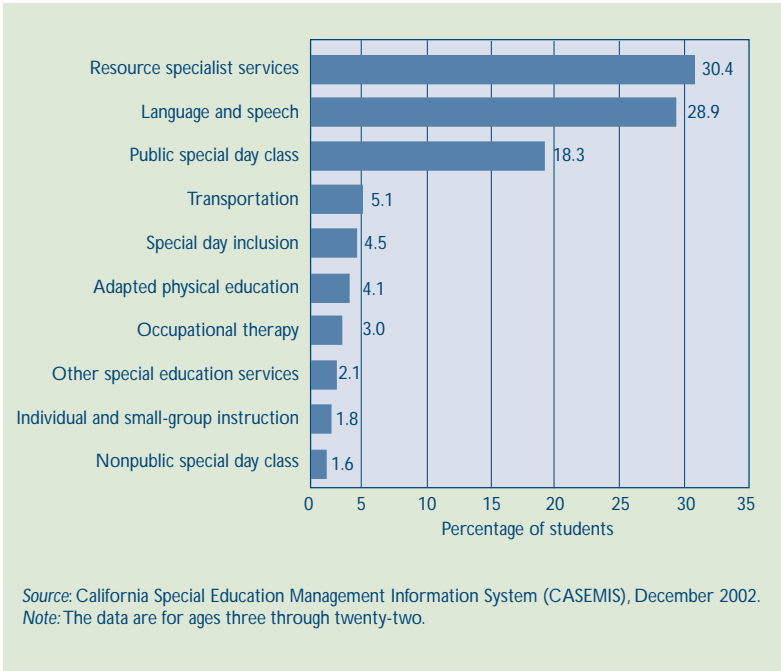


Figure 6. Top Ten Special Education Services, 2002-03

Part 3. Student Achievement

Results for achievement outcomes for students receiving special education services in California are presented in Part 3. Data showing students' performance on statewide assessments, percentages of students graduating with a diploma or a certificate of completion, and percentages of students dropping out of special education also appear in this section.

The achievement data are based on fourth-grade test results that are reported as the percentage of students scoring at or above the 50th percentile on the *Stanford Achievement Test, Ninth Edition, Form T (Stanford-9)*. In the school year 2000-01, California replaced the *Stanford-9* with the *California Achievement Tests, Sixth Edition Survey (CAT/6)*. Performance on the two tests cannot be compared because they have different formats, emphases on content, and levels of difficulty.

With the movement toward standards-based assessment, future editions of this statistical pocketbook will focus on student achievement on the *California Standards Tests (CST)* and on the *California Alternate Performance Assessment (CAPA)*.

Performance on the *Stanford-9* Mathematics Achievement Tests, 1997–2002

Figure 7 shows the percentage of fourth grade students who scored at or above the 50th percentile on the *Stanford-9* mathematics test. Five years of data are reported, comparing the performance of students receiving special education services with that of students not receiving those services. Although it appears that students receiving special education services are making progress, differences still exist.

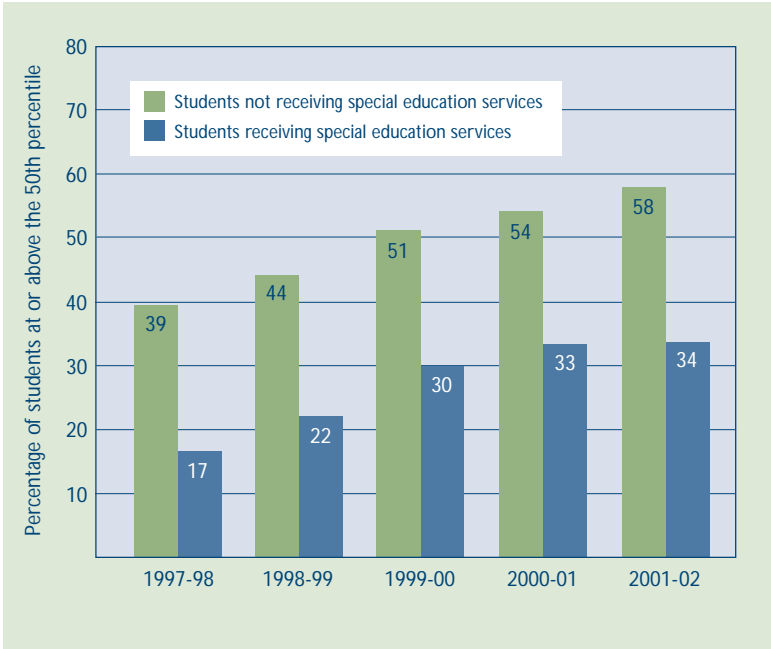


Figure 7. Students’ Performance on the *Stanford-9* Mathematics Achievement Tests, 1997–2002

Performance on the *Stanford-9* Reading Achievement Tests, 1997–2002

Figure 8 shows the percentage of fourth grade students who scored at or above the 50th percentile on the *Stanford-9* reading test. Five years of data are reported, comparing the performance of students receiving special education services with that of students not receiving those services. Although it appears that students receiving special education services are making progress, differences still exist.

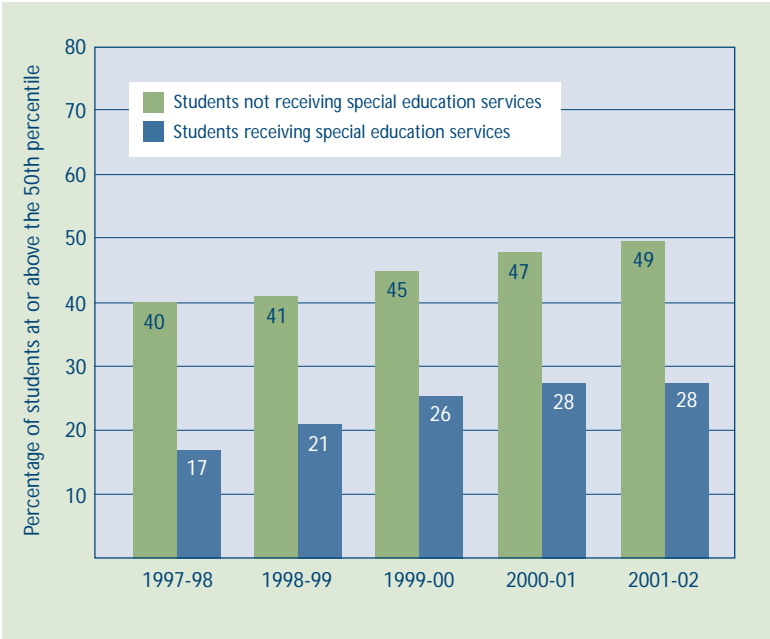


Figure 8. Students’ Performance on the *Stanford-9* Reading Achievement Tests, 1997–2002

Performance on the *California Standards Tests* in Mathematics, 2001–03

Two years of data for fourth grade students from the *California Standards Tests* in mathematics are reported in Figure 9. The performance of students receiving special education services is compared with that of students not receiving those services.

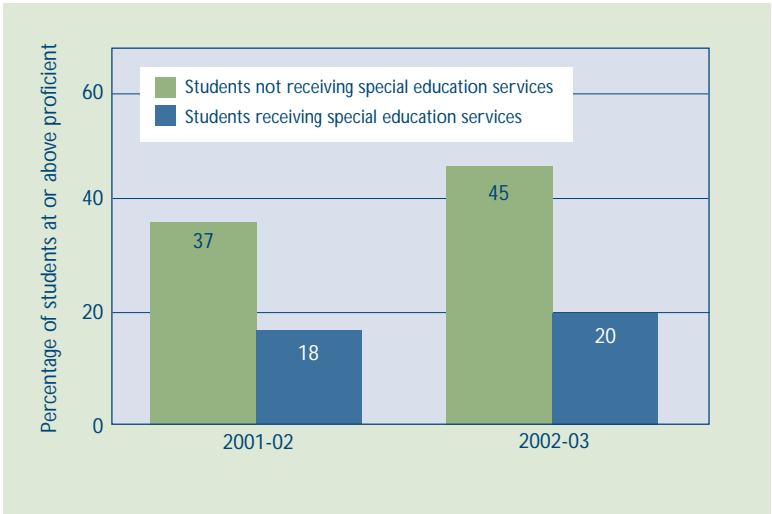


Figure 9. Students' Performance on the *California Standards Tests* in Mathematics, 2001–03

Performance on the *California Standards Tests* in English–Language Arts, 2001–03

Two years of data for fourth grade students from the *California Standards Tests* in English–language arts are reported in Figure 10. The performance of students receiving special education services is compared with that of students not receiving those services.

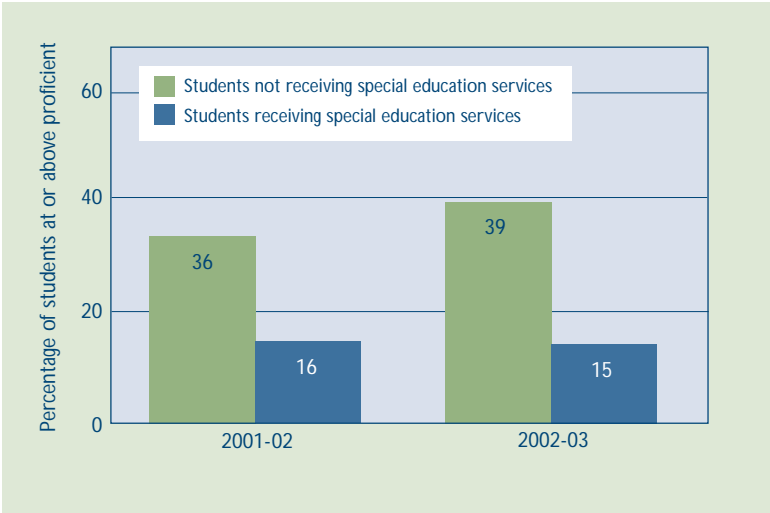


Figure 10. Students’ Performance on the *California Standards Tests* in English–Language Arts, 2001–03

Students Graduating with a Diploma or a Certificate, 1999–2003

Figure 11 shows the percentage of students with disabilities who either were enrolled in the twelfth grade or were eighteen years of age or older and who exited with a diploma or a certificate of completion. The percentage of students who exited with a diploma or a certificate has gradually increased.

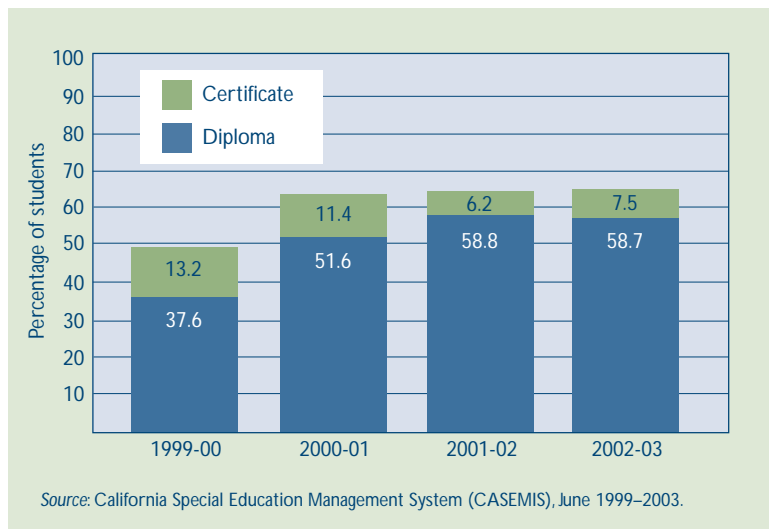


Figure 11. Percentage of Students Graduating with a Diploma or a Certificate, 1999–2003

Students Dropping Out, 1999–2003

Figure 12 shows the percentage of students who were receiving special education services in the seventh through twelfth grades and who dropped out or moved and are not known to be continuing with those services.

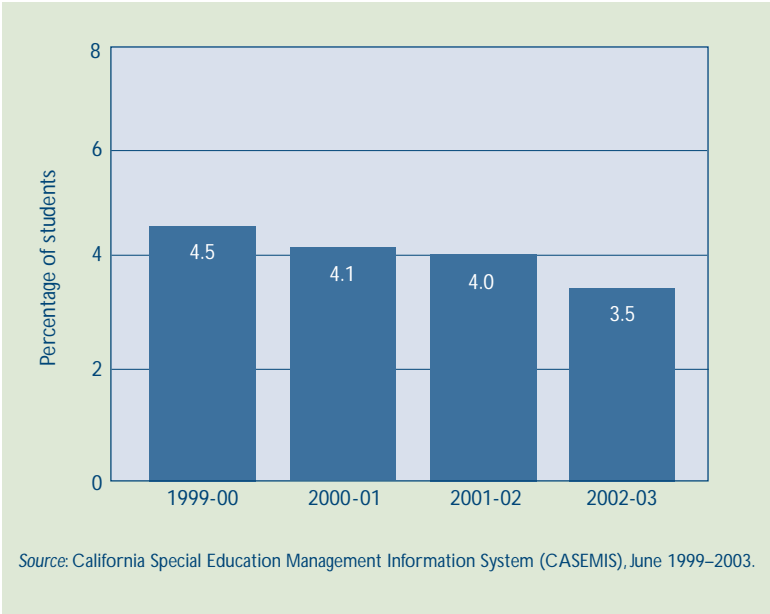


Figure 12. Percentage of Students Who Dropped Out of Special Education, 1999–2003

Part 4. Personnel

Data on special education teachers are presented in Part 4. The number of teachers for students in different age groups and the student-to-teacher ratios are shown.

Number of Special Education Teachers and Students, 1998–2003

Table 4 shows the number of special education teachers for students in different age groups and the change in that number from 1998-99 through 2002-03. Overall, the number of teachers and students has increased during those years. Enrollment increased by 7.39 percent, but the number of teachers increased by only 1.34 percent. This difference in growth rate is one reason for the teacher shortage for special education in California.

Table 4
Number of Teachers and Students
in Special Education, 1998–2003

Years	Ages 0–2		Ages 3–5		Ages 6–22		Total	
	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students
1998-99	404	4,885	2,075	56,743	31,946	567,220	34,425	628,848
1999-00	386	5,093	2,100	58,491	33,099	582,607	35,585	646,191
2000-01	376	5,136	2,006	57,651	29,356	587,932	31,738	650,719
2001-02	454	5,265	2,073	58,456	32,088	599,499	34,615	663,220
2002-03	472	5,548	2,159	60,265	32,257	609,519	34,888	675,332

Source: California Special Education Management Information System (CASEMIS), June 1999–2003.

Special Education Student-to-Teacher Ratios, 1998–2003

Figure 13 shows the student-to-teacher ratios in special education for different age groups. Although there is some fluctuation during the time shown, the numbers have basically stayed the same or have changed very little.

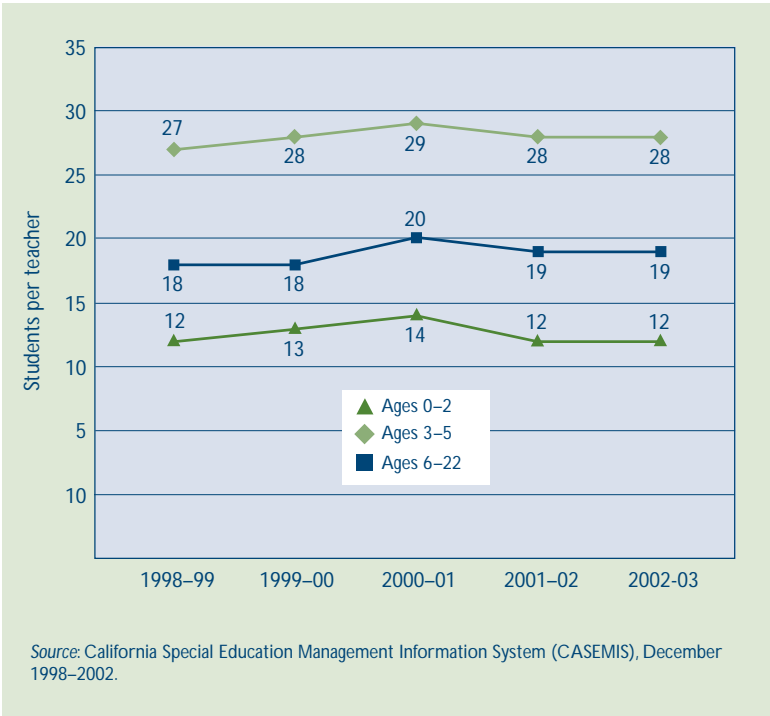


Figure 13. Special Education Student-to-Teacher Ratios, 1998–2003